

Class: U.S. History level 2

Unit: Western Expansion/Manifest Destiny

Grade level: 11

Juniors—Level 2 class includes a student with Asperger's Syndrome and others have various IEP's. For these students all notes must be made available to them therefore for each class an agenda is provided on the board and an outline of all notes for discussion is written on the board for students to copy. Students will also be provided with photocopies of all transparencies/maps as a way of providing a visual record of how boundaries of the U.S. changed. This is done because some students are unable to think abstractly and visualize the U.S. The multi-faceted approach is done to ensure that both visual and audio access to information is presented.

Standards: USI. 26 Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon Trails. (H, E, G)

- C. the 1823 Monroe Doctrine
- F. the concept of Manifest Destiny and its relationship to westward expansion
- G. the territorial acquisitions resulting from the Mexican War
- H. The Gadsden Purchase of 1854

Topic: How the United States obtained New Mexico and California.

Rational:

The purpose of this unit is to provide opportunities for students to gain an understanding of how and why Americans began to settle in the Southwest as well as how the U.S. acquired New Mexico and California. Students will also examine President Polk's plan and the strategy used to acquire the new southwest territory and California. Students will also study how settlement of these territories led to conflict and the steps California undertook to become a state. My goal is to provide them with a variety of activities for learning. Some of the activities will be primary source investigation, guided worksheets, map exercises, and discussion these are meant to foster and understanding and an ability to explain how the United States came to control these areas. Primary source activities will have key objective questions that students must answer. This is done during the first couple units to provide students with experience with primary source documents and introduce them as a valuable source of information in history. Guided reading worksheets require students to read their U.S. History text for the purpose of providing students with some background of the topic that will be studied. Map activities are created and used to provide students with a visual picture and reference of how the U.S. expanded and discussions are used to provide students with more information as well as serve as a check for comprehension. Most often before the class begins the day via discussion they are asked what they learned the day before concerning the topic of study or are given guiding questions to focus on while they explore material.